

## Ethics and Values

EDA 388V – 08065  
Spring 2005  
Monday, 7:00 - 10:00pm  
Room SZB 364

William Moore, Jr.  
SZB 348J  
Office Hours by Appointment  
Phone: 471-7545

### **I. Rationale for the Course**

The purpose of *Ethics and Values* is to provide the student with opportunities to examine ethical and value issues which confront educational leaders and how leaders might supply responses if not solutions to those issues. A second purpose of the course is to demonstrate how individual values not only drive ethical behavior but also ethical decisions. Finally, the centerpiece of the course will examine ethics against a backdrop of two themes: equity and choice.

### **II. Course Objectives**

1. To acquaint the student with the literature of ethics and values.
2. To identify some of the events, conditions, and trends that make ethical practices inconsistent and out of phase with contemporary times.
3. To demonstrate that human values, ethics and the political realities of one's job and day-to-day associations are often in conflict.
4. To help students develop a sensitivity to ethical issues in their own work and the means that they June use to respond to those issues.
5. To make sure that students understand the source and permanence of their values.
6. To make sure that students understand how culture is the dominant influence in their values.

### **III. Course Requirements**

#### **Written Assignments**

1. Prepare an original paper focusing on some ethical problem about which you have some concern related to public schools or community colleges or universities. It should be about such things as faculty / administrative conduct, affirmative action, multiculturalism, sexual harassment, faculty behavior toward certain groups of students, the use of controlling drugs (e.g. Ritalin, et. al.)—some of the specific factors that have influenced the decline in ethical behavior among American citizens. **Do not make "your job" the focus of the paper.** Your paper should be no more than 12 pages in length, including the bibliography. There should be 30 different entries in the bibliography. The pages should be double-spaced and stapled together in the upper left-hand corner. The paper will be due Monday, April 14, 2005.  
(70% of final grade)

2. There will be a mid-term examination March 7, 2005.

### **IV. Organization and Format**

A. The organization of the course is in the form of a number of topics. Each one is designed to examine a fundamental concept of ethics and values. Starting with definitions, where necessary, and emphasizing the theoretical, structural, functional and scope of value and ethical concepts.

B. The course will use three instructional formats, namely: lecture/discussion, workshop, and case study method. The size and characteristics of the class can mean that one format is preferable to another. The reason for several methodologies is to provide the student with a modality that can enhance his or her role in learning through participation and to make available to the student opportunities for some practice in the development and application of techniques in understanding some of the topics and concepts explored.

**V. Students To Be Served By the Course**

Several groups of students will be served in the course. They include: Ph.D. and M.A. students majoring in educational administration who will be seeking positions in public schools and higher education institutions; students who are majoring in vocational, technical, and adult education who plan careers and will seek teaching and administrative positions in those respective areas; students completing degrees in student personnel; in-service persons who June be planning career changes; students who will seek positions in state organizations that govern and coordinate public and higher education institutions; and persons who have responsibility for continuing education.

**VI. Determination of Final Grade**

Your final grade will be determined as follows: research paper 70%, mid-term 20%, and attendance 10%.

**VII. Schedule of Classes**

January 24	1. Overview of course; Distribute syllabus and outlines, provide definitions, make group assignments
January 31	2. Personal Dilemmas/ Professional Dilemmas (critique)
February 7	3. Sexual Harassment
February 14	4. Influence of "Baby Boomers"
February 21	5. Homosexuality
February 28	6. Gender Problems
March 7	7. The Culturally Disadvantaged Paradigm and Faculty Attitudes
March 14	8. Spring Break
March 21	9. Racism/Developing Ethnic and Racial Hatred (critique)
March 28	10. Bullying
April 4	11. Plagiarism
April 11	12. Civility/Incivility
April 18	13. Politics
April 25	14. Situational Ethics
May 2	15. To Be Announced

**VIII. Textbooks**

1. Richardson, M. L. and K. Smith. *Ethics Applied*.

## **IX. Bibliography—Ethics and Leadership**

### **General Works**

- Arkes, Hadley. The Philosopher in the City. Princeton, NJ: Princeton University Press, 1981.
- \*Baier, Kurt. The Moral Point of View. New York: Random House, 1965.
- Bellah, Robert et al. Habits of the Heart: Individualism and Commitment in America. Berkeley: University of California Press, 1985.
- Bledstein, Burton. The Culture of Professionalism: The Middle Class and the Development of Higher Education in America. 1976.
- \*Bok, Sissela. Lying: Moral Choice in Public and Private Life. New York: Vintage, 1979.
- \*Broad, C. D. Five Types of Ethical Theory. Totowa, NJ: Littlefield, Adams, and Co., 1965.
- Dworkin, Ronald. Taking Rights Seriously. Cambridge, MA: Harvard University Press, 1977.
- \*Fletcher, Joseph. Situation Ethics. Philadelphia: Westminster, 1966.
- Frankena, William. Ethics. Englewood Cliffs, NJ: Prentice Hall, 1973.
- \*Gilligan, Carol. In Another Voice. Cambridge, MA: Harvard University Press, 1982.
- \*MacIntyre, Alisdair. After Virtue. South Bend, IN: Notre Dame Press, 1982.
- Mill, John Stuart. On Liberty. Indianapolis, IN: Bobbs-Merrill, 1956.
- \*Mill, John Stuart. Utilitarianism. New York: Doubleday, 1961.
- Rawls, John. A Theory of Justice. Cambridge, MA: Harvard University Press, 1971.
- Toulmin, Stephen. Reason in Ethics. Cambridge: Cambridge University Press, 1970.

### **Works on Business & Management Ethics**

- Bary, Vincent. Moral Issues in Business. Belmont, CA: Wadsworth, 1979.
- Cooper, T.L. The Responsible Administrator. Port Washington: Kennikat Press, 1982.
- \*(Make sure that you are familiar with these sources.)**
- Crittenden, Ann. "The Age of Me-First Management." New York Times, August, 19, 1984, business section.
- England, George. A Manager and His Values. Cambridge: Ballinger, 1975.
- McCoy, Charles. Management of Values: The Ethical Differences in Corporate Policy and Performance. Boston: Pitman, 1985.
- Velasquez, Marcel. Business Ethics. Prentice Hall, 1982.

Viola, Richard. Organizations in a Changing Society: Administration and Values. Philadelphia: Saunders, 1977.

Walton, Clarence. The Moral Manager. Cambridge, MA: Ballinger, 1988.

#### **Works on Ethics in Education**

American Psychological Association. Ethical Principles of Psychologists. Washington, DC, 1981.

Cahn, Steven M. Saints and Scamps in Academia. Totowa, NJ: Rowman and Littlefield, 1986.

Carroll, Mary Ann et al. Ethics in the Practice of Psychology. Englewood Cliffs, NJ: Prentice Hall, 1985.

Elias, John. Moral Education: Secular and Religious. Malabar, FL: Krieger Publishing Co., 1989.

Haller, Emil, and Strike, Kenneth. An Introduction to Educational Administration: Social, Legal, and Ethical Perspectives. New York: Longmann, 1986.

Heslep, Robert D. Professional Ethics and the Georgia Public School Administrator. Athens, GA: University of Georgia Bureau of Educational Services, 1988.

Immegart, G.L., and Burroughs, J.M. (eds.) Ethics and the School Administrator. Danville, IL: Interstate, 1970.

Kimbrough, Ralph. Ethics: A Course of Study for Educational Leaders. Arlington, VA: American Association of School Administrators, 1985.

Kohlberg, Lawrence. The Philosophy of Moral Development. San Francisco: Harper and Row, 1981.

**PLEASE NOTE:**

1. I do not award **Incompletes**. (Exceptions: death, serious illness, and incarceration)
2. Turn in assignments on or before the date they are due. **There is a grade penalty for papers turned in late.**
3. Do not bring cell phones to class. There is a penalty if it rings during class time.
4. Do not bring recording devices to class without prior approval.
5. Sign this syllabus, and return it to me the second class meeting. It will be replaced by another copy.

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Signature